

Chapter I: Introduction

This chapter attempts to introduce the basic consideration, concerning a brief outline of the use code switching in classroom. This Chapter also presents the research question, the research objective, the research delimitation, and the research significances.

Basic Consideration

In classroom process, both the foreign language (FL) and the first language (L1) are presents and used in different activities and to different extents, by both teachers and students (Lehti – Eklund, 2012). It is possible, when the teacher or the students switches their foreign language into the first language in the same speech or conversation while they are interacting to each other in the classroom. That kind of phenomenon in Sociolinguistics field called as code switching. According to Weston (2012) code switching is kind of phenomenon that defined the speaker move from one language to another language within an utterance or between utterances. Chowdhury (n.d) also define that Code switching is alteration between two languages in the same discourse is a common phenomenon in the present day multi lingual language classrooms where English is taught, and grammatical rules are explained with the help of the native language and where English is the predominating language and other languages function as supportive or secondary elements in explanation and comprehension. Abdolaziz & Shahla, 2015; Dar et al. (2014) as cited in Fareed, Humayun, & Akhtar (2016) also stated that code-switching is

very common in ESL / EFL classrooms throughout the world these days and students have positive and negative attitudes towards code-switching of teachers in classroom.

There are several preliminary studies have proved that the code switching able to become beneficial in classroom especially for the learners of EFL and ESL. In instance, Alenezi on his study entitled “*Students’ Language Attitude towards using code switching as a medium of instruction in the College of Health Sciences*”. The result of the research showed that the students more desirable and believe the course easy to understand if the code switching utilized. Another study from Ibrahim, Shah, & Armia (2013) entitled “*Code-Switching in English as a Foreign Language Classroom: Teachers’ Attitudes*”. The research showed that the teacher use code switching in classroom as the alternative choice in teach certain material that might be difficult for the students to understand in target language only. Moreover, Jingxia, 2010 as cited in Yao, (2011) also stated that Code-switching occur unconsciously by the teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and in reducing students’ nervousness. In conclude from those researches, it identified that the code switching in classroom give benefit for both teachers and students

The code switching expected to be alternative way for the students in order to make them easy to understand and comprehend the material. For beginner level, code switching is necessary because it can help students to more understand the material by considering the students’ language capacity still need improvement.

Nonetheless, when code switching allows in classroom especially for those advance level students it will influence their language learning. The students on that level will follow the lecturer to switch their language and it will become negative example for them. The use of code switching in classroom will evoke new perspective on the students, that talk full English in classroom is not an obligation. Furthermore, the students will not habitual and confidence in talking full English while inside or even outside of the class.

Based on pre-observation research in Universitas Negeri Gorontalo, Faculty of Letters and Culture, particularly at English Department, the tendency of using code switching between English and Indonesian still exist especially for sixth semester students. However, the students on sixth semester in English Department, Universitas Negeri Gorontalo have already passed more than three years in English Department, they indicated have more experiences in English language. The students in this semester are more able to understand when they have to receive material in English instructions by consider they already pass all the English Skill subjects and English language teaching subjects. Then, the truth is switching language in this semester still exist.

Based on the situation, this study is conducted to examine does the code switching can contribute an affect or not to English as foreign language students learning process particularly for those sixth semester students in English Department, Universiras Negeri Gorontalo. However, this study will investigate the students' and lecturers' through their perceptions towards the use of code switching in English as foreign language classroom. In addition, this study is

expected to become guideline for the lecturers and students in terms of language policy in classroom.

Research Question

Based on the explanation above, this research focuses on the following research questions:

1. What are the students on sixth semester's perceptions toward the lecturer code switching in English as foreign language classroom?
2. What are the lecturers' perceptions toward the use of code switching in English as foreign language classroom particularly for sixth semester students?

Research Objective

Based on research questions, this research has two objectives, they are:

- a. To describe the sixth semester students' perceptions toward the use of code switching in English as foreign language classroom.
- b. To describe the perception of the lecturers toward the use of code switching in English as foreign language classroom particularly for sixth semester students.

Research Delimitation

By considering the use of code switching in English as foreign language classroom, this research is focused on students' and lecturers' perceptions toward the use of code switching in classroom.

This research is conducted at English Department of Universitas Negeri Gorontalo. The participants of this research are students on sixth semester and the lecturers that indicate use code switching in English as foreign language classroom.

Research Significance

This research is expected to contribute scientifically to engage the better language policy in classroom. The result of this research is expected to be guideline for lecturers especially in English Department in terms of using code switching wisely.

Moreover, further researcher can expand this research as source and reference for them who interested in the same point.